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ABSTRACT

Three years of implementation of the D. M. Pinkerton Latin Grammar Magnet Elementary School in Kansas City, Missouri, are evaluated in terms of enrollment and program capacity, implementation, perceptions, and achievement. Findings suggest progress toward theme-related goals, significant progress toward achievement goals, and less progress toward court-ordered desegregation goals. Four recommendations are offered to improve program implementation regarding maintaining parental involvement, establishing numerical targets for thematic infusion, ensuring the return and reimbursement of uniforms, and improving academic performance. The Latin Grammar Contractual Agreement and information on extended day classes and activities are appended, and 21 tables and figures provide supplemental data on achievement, enrollment, and participant attitudes. Contains 10 references. (LB)

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Summative Evaluation of the D.M. Pinkerton Latin Grammar Magnet Elementary School

1988-1989
1989-1990
1990-1991

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August 1991

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Summative Evaluation
of the
D.M. Pinkerton Latin Grammar
Magnet Elementary School

1988-1989
1989-1990
1990-1991

G. Robinson-Lewis
Program Evaluator

August 1991

Evaluation Office
Desegregation Planning Department
The School District of Kansas City, Missouri

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Executive Summary

This summative evaluation of the D. M. Pinkerton Latin Grammar Elementary Magnet School examined four areas: enrollment and program capacity, implementation, perceptions, and achievement. Data for the study were collected through site visits, classroom observations, and interviews with parents and school leadership. Surveys were administered to students, teachers and parents, and district and school records were examined.

There was evidence of progress toward theme-related goals; significant progress toward achievement goals; and less progress toward court-ordered desegregation goals.

Each grade level was below program capacity, and further away from the racial composition goals which were achieved during the first year of implementation.

Classroom observations and self-report data support the conclusion that certain instructional goals were not being fully implemented (i.e., public speaking and memorization, and computer literacy).

Latin infusion by both regular teachers and Latin teachers was observed in classrooms 9% of the time. Regular classroom teachers have effectively integrated Roman, Greek and ethnic cultures into instruction. Integration of classical cultural and multicultural relationships was reflected in the basic curriculum. Two Latin teachers provided students with approximately 15 to 30 minutes of Latin instruction daily, depending on grade level.

Overall, parents, teachers, and students were satisfied with Pinkerton. Students expressed some dissatisfaction with the wearing of uniforms, peer behavior in the classroom, and for the lack of additional time to make up unsatisfactory homework. Although few students thought Pinkerton was a good school (34%), 57% indicated a desire to return to the school next year.

ITBS achievement outcomes compared favorably with district norms, and in most cases, non-minority scores were consistently higher than minority student scores. There were significant differences between 1991 MMAT average scale scores in reading, math, and language and the district average, with Pinkerton Latin Grammar scores being significantly higher. DRP results for 1991 indicated that Pinkerton Latin Grammar students performed below the district norm and both Pinkerton Latin Grammar and the district scored below the national norm.

As a result of these findings, four recommendations were offered to improve program implementation regarding maintaining parental involvement, establishing numerical targets for thematic infusion, ensuring the return and reimbursement of uniforms, and improving academic performance.

Summative Evaluation
of the
D. M. Pinkerton Latin Grammar
Magnet Elementary School

1988-1989
1989-1990
1990-1991

Introduction

The Pinkerton Latin Grammar Magnet Elementary School (PLG) was the first Latin grammar magnet implemented in the 1988-1989 school year under the district's *Long-Range Magnet School Plan* (Hale & Levine, 1986). According to the plan, schools funded by the desegregation order will be evaluated in three year cycles. The first three years of a program will include two years of formative evaluations and end with a summative evaluation. This summative evaluation was based on guidelines established by the *Long-Range Magnet School Plan* and the *Pinkerton Latin Grammar Magnet School Planning Outline* (1988) developed by the school's site task force. The emphasis for this third year will be a longitudinal view of program effectiveness, progress and outcomes.

Program Description

The Latin Grammar program, as defined in the *Long-Range Magnet School Plan*, operates in a traditional setting that includes a strong emphasis on discipline and behavior, systematic and rigorous homework policies, and a commitment on the part of staff, students, and parents to the goals and policies of the school.

Special features of the theme include: providing mastery of the basic skills areas; a challenging curriculum, including the study of Latin; problem solving and critical thinking skills; writing and composition; and computer literacy.

The successful implementation of the Latin grammar theme requires strong parental support and student commitment. Prior to enrollment, parents and students must sign a contract and agree to adhere to specific criteria regarding student conduct. Students are expected to maintain high levels of academic performance, to exhibit self-discipline in learning and study habits, to observe all rules and policies, and to wear a uniform to school daily. Parents are expected to participate in, and support, the educational process including: attending

parent/teacher conferences and school functions; signing and reviewing homework; ensuring that their child maintains regular and timely attendance; and ensuring that their child is properly attired according to the uniform policy.

Evaluation Design

This summative evaluation of D.M. Pinkerton Latin Grammar Magnet Elementary School (PLG) addresses enrollment and racial composition, program implementation effectiveness, perceptions of program participants, achievement, and where applicable, presents a historical or longitudinal perspective of previous implementation years.

This evaluation considered the following broad questions:

1. What is the enrollment compared to program capacity? What is the racial composition of the student body? Is the racial balance in compliance with that outlined in the *Long-Range Magnet School Plan*?

2. Does the curriculum stress the special features of the Latin grammar theme? Is the Latin grammar theme infused into classroom activities.

3. What are the perceptions of PLG teachers, students, and parents regarding program implementation?

4. What are the academic achievement levels of students as measured by the district's standardized tests?

Program Capacity figures presented in this report were utilized by the district's Admission's Office for the placement of students in magnet programs. Student demographic data were reported for the three years of magnet school operation. Enrollment figures used in this evaluation were drawn from the student membership report prepared by the district's Research Office.

Program implementation and progress toward goals were measured by site visits, classroom observations, interviews with administrators, and a review of school documents. Perception data were collected through telephone interviews, surveys and individual interviews to ascertain how parents, students, teachers, and program administrators felt about the progress toward program goals. Longitudinal data are presented for enrollment, perception and achievement data.

The Iowa Tests of Basic Skills (ITBS), Missouri Mastery Achievement Test (MMAT) and Degrees of Reading Power test (DRP) achievement data were obtained in the spring from the

district's Testing Office in order to document student achievement. Student achievement scores are presented by racial group and are compared to district and state or national norms.

Results

Enrollment

The district's Admission's Office places students in magnet schools based upon the school's enrollment goals and program capacity. Table 1 describes the extent to which PLG reached its enrollment goals. Overall, PLG enrolled 89% (316 students) of its program capacity (355 students). However, all grade levels failed to achieve program capacity. Fifth grade was closest to capacity with one student less than capacity (98%). Third grade was furthest away from capacity by 17 students (74%).

Table 2 details the racial composition of PLG at each grade. In the 1990-91 academic year, the overall student population consisted of 65% minority, and 35% non-minority students, compared to 60% minority and 40% non-minority in 1988-89. Court-ordered desegregation goals require a school to achieve an enrollment of 60% minority/40% non-minority goal at each grade level. Longitudinal enrollment data indicated that PLG, for all grade

Table 1

Enrollment and Program Capacity
D. M. Pinkerton Latin Grammar Magnet Elementary School
1990 - 1991

Grade	Program [1] Capacity	Actual [2] Enrollment	Difference	Percent of Capacity
K	44	40	-4	91%
1	44	41	-3	93%
2	66	57	-9	86%
3	66	49	-17	74%
4	81	76	-5	94%
5	54	53	-1	98%
Total	355	316	-39	89%

Note: Percentages are rounded to the nearest whole percent.

1 Program capacity figures utilized by the Admission's Office when placing students in magnet programs.

2 Enrollment figures are from *Student Membership, September 26, 1990* (Research Office, 1990).

Table 2

Racial Composition
D. M. Pinkerton Latin Grammar Magnet Elementary School
1989 - 1991

Year	Grade													
	K		1		2		3		4		5		Total	
Group	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Year 1: 1988 - 1989														
Non-Minority	18	44%	19	40%	22	40%	26	41%	20	38%	17	37%	122	40%
Minority	23	56%	28	60%	33	60%	38	59%	33	62%	29	63%	184	60%
Total	41		47		55		64		53		46		306	
Year 1: 1989 - 1990														
Non-Minority	16	38%	20	36%	16	31%	21	34%	30	26%	14	33%	100	33%
Minority	26	62%	36	64%	35	69%	41	66%	37	74%	28	67%	203	67%
Total	42		56		51		62		67		42		303	
Year 2: 1990 - 1991														
Non-Minority	15	37%	14	34%	19	33%	19	39%	26	34%	19	36%	112	35%
Minority	25	63%	27	66%	38	67%	30	61%	50	66%	34	64%	204	65%
Total	40		41		57		49		76		53		316	

Note: Percentages are rounded to the nearest whole percent. Source: Enrollment figures are from *September 28, 1988, Student Membership* (Research Office,1988); *September, 27,1989, Student Membership* (Research Office, 1989) and from *September 26, 1990, Student Membership* (Research Office, 1990).

levels, is not in compliance with court-ordered goals which were achieved during the first year of implementation (1988-89). The 1991 minority/non-minority enrollment in kindergarten (63%/37%), first (66%/34%) and second (67%/33%) grades were furthest from the goals achieved during the first year of implementation by 7, 6 and 7 percentage points respectively. Third grade (61%/39%) was closest to the goal but was two points from the goal achieved in 1988-89 (59%/41%).

Implementation

Classroom observations were made to determine the extent to which magnet theme components were being infused into the regular classroom. Three types of classrooms were observed weekly for 4 or 7 hour intervals each. Observations were conducted in regular classes, Latin classes and computer lab. A total of 3,049 minutes of classroom observation data were collected from November, 1990, through February, 1991. Percentages of time were computed for the number of minutes each special feature was observed. With the exception

of problem solving and critical thinking (PSCT), only one special feature could occur per observation minute. PSCT instruction often overlapped with other special features (i.e. solving a problem using the computer). In these cases, an equivalent number of minutes were recorded in PSCT and the corresponding special feature. Percentages were computed on the frequency based on total observation time. Infusion components were evaluated based on the frequency of each component per classroom visit.

In addition to Latin infusion in the classroom, other components of the theme were considered. Among these were: the contractual agreement (parental involvement, reviewing and signing homework, wearing uniforms and attendance); special features of the Latin Grammar magnet schools (the study of Latin, computer literacy, public speaking and memorization, required reading, writing and composition); and infusion components (self-discipline, displays, and cultural relationships).

Contractual agreement. The success of the Latin grammar theme is linked to strong parental commitment and participation in the educational process. Prior to admission to PLG, parents and students signed a contractual agreement to abide by the rules and policies of the school. Among these rules and policies are: 1) to attend at least one parent-teacher conference and several school functions; 2) to review and sign homework assignments; 3) to ensure that their child wears a uniform to school daily; 4) to ensure regular and timely attendance; 5) to reimburse the school for books, uniforms or other school property lost or damaged. (See Appendix A).

Parental involvement. The PLG administration maintained sign-in sheets to document parental participation in parent/teacher conferences. A review of these records indicated that attendance at parent/teacher conferences had increased since 1989. In 1989, 136 (53%) parents, and in 1990, 268 (85%) parents attended parent/teacher conferences, while in 1991, 229 (72%) attended. There was an increase in attendance at the Open House program, from 115 (45%) in 1989 to 226 (72%) in 1991.

Review and sign homework. One method of ensuring active involvement of parents is the contractual agreement to sign and review homework. Most parents (69%) said they signed and reviewed homework on a daily basis. During the observations made at PLG, randomly selected homework assignments were reviewed to determine the number signed by parents. Of the 193 pieces reviewed, 162 (84%) bore signatures of parents (See Table 3).

Table 3

D. M. Pinkerton Latin Grammar Magnet Elementary School
Classroom Observations of Infusion Components
1990 - 1991

Area Observed Infusion Components	N	%
Uniforms		
Number in Uniforms	644	97%
Number in Partial Uniforms	23	3%
Number without Uniforms	---	---
Total Number of Students Observed	667	100%
Discipline		
Major Incidents	4	6%
Minor Incidents	19	27%
No Discipline	47	67%
Total Observations	70	100%
Homework		
Number Signed	162	84%
Number Without Signature	31	16%
Total Submitted	193	100%
Cultural Relationships		
Classical Cultural	70	29%
Multi-Cultural	70	29%
Displays		
Other Cultures	70	69%
Latin Language	70	93%
Language Development	70	86%

Note: Percentages are based on the frequency of each component and are rounded to the nearest whole percent; 70 classroom visits, K-5 grades.

Uniforms. Students at PLG were required to wear uniforms to school every day. According to the *Long-Range Magnet School Plan*, the district will provide uniforms to be worn at the Latin Grammar magnet schools. The wearing of uniforms was a part of classroom observations at PLG. Of the 667 students observed (some students were seen more than once on different days), 644 (97%) were in uniform, 23 (3%) were in partial uniform and no students were observed without the prescribed uniform (See Table 3).

The return or reimbursement of uniforms continues to be a concern to school administrators. At the beginning of the school year, each child was provided two uniforms costing approximately $80 each. Additional uniforms may be purchased by the parent. Parents signed a contractual agreement to reimburse the district for property lost or damaged. At the end of

the second semester, school administrators estimated that a total of 15 sets of uniforms were not returned. According to school officials, uniforms were not returned due to attrition, misplacement or damage. Of the uniforms that were returned, school administrators estimated that 40% were not reusable. Parents have yet to reimburse the school for damaged or lost uniforms.

Attendance. Parents also agreed to send their child to school on a regular and timely basis. In 1989-90, PLG 's attendance record (97%) was above the district's record (93%) and two percent above that of the first year of implementation (95%).

Special features. Among the special features of the Latin grammar magnet schools is an emphasis on: mastery learning; the study of Latin; computer literacy; public speaking and memorization; required reading; writing and composition; problem solving and critical thinking; and the development of learning and study habits. Mastery learning teaching strategies were implemented for the first time during the fall 1991 school year and will be evaluated in 1992. Figure 1 shows the percentage of time spent on each of the following special features. In this evaluation report, "Other" was defined as any type of instruction not listed as a special feature (i.e., whole class lecture, audio visual presentation, etc.). "Other" instruction was observed 34% of the time.

Latin. The mission statement of PLG identifies the study of Latin and the classics as an integral part of the basic curriculum. Latin infusion included teaching abbreviations, affixes, phrases, quotes, expressions, Latin roots/derivations and Latin words/terms. In order to infuse Latin into the curriculum, PLG had two Latin teachers on staff. Students received approximately 15 to 30 minutes of Latin instruction daily (depending on grade level), as well as exposure to Latin and classical studies in regular classroom activities. Latin infusion by both regular teachers and Latin teachers was observed in the classrooms 9% of the time.

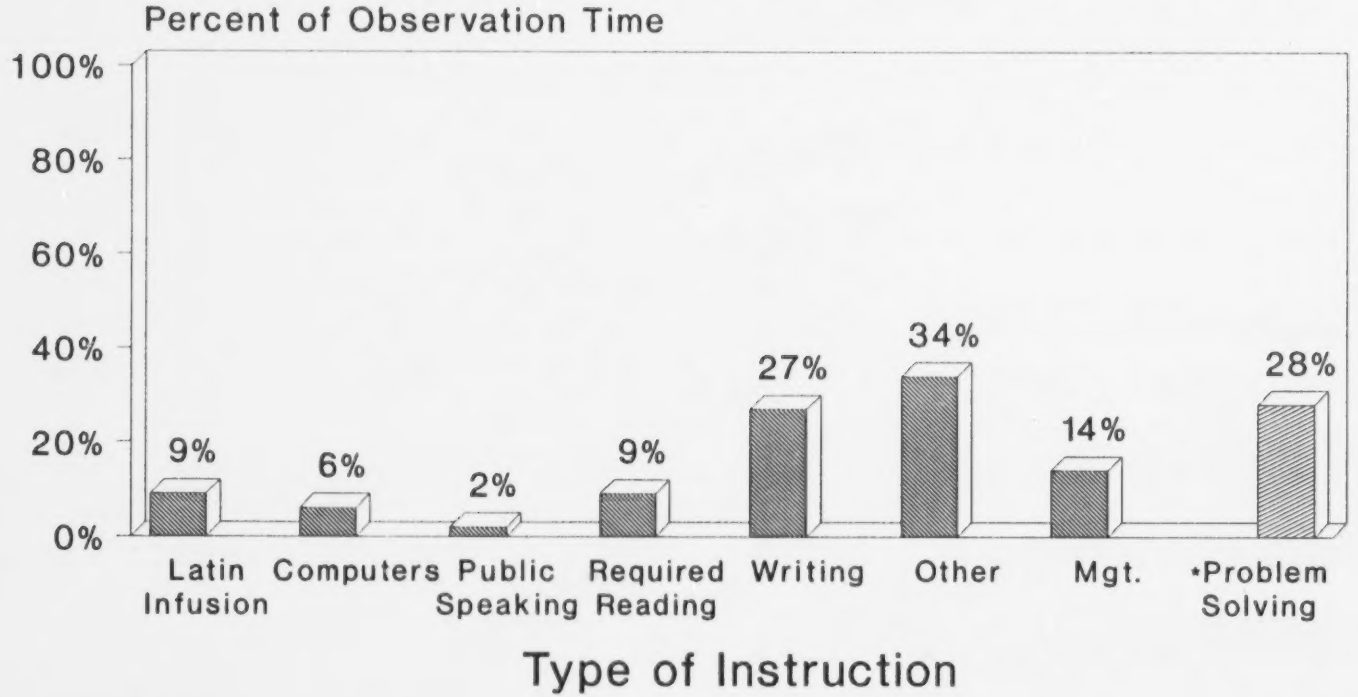
Computers. As described in the *Long-Range Magnet School Plan*, there are to be four computers for each classroom and a computer lab with thirty-six computers. In 1990-91 PLG had two to three computers in each classroom, 27 in the computer lab and 9 computers housed in Latin Resource Room. During classroom observations, students were using computers 6% of the time.

Public speaking. Public speaking and memorization is verbal feedback by a group or individual of an assigned piece or written material, such as, verses, poems, phrases, and songs. This component was observed 2% of the time. It must be noted that, according to teachers

Figure 1

Pinkerton Latin Grammar Magnet

Class Observation of Special Features



•Problem Solving skills usually overlaps other instructional strategies
Total time = 3804 minutes, 1990-1991

and district task force members, most of time spent on public speaking and memorization occurred between March and June in preparation for the Olympics of the Mind competition. However, classroom observations ended in February.

Required reading. A required reading list was distributed to students during the fall semester and each teacher maintained most of these books in a designated area of the classroom. Instruction related to required reading was observed 9% of the time.

Writing and Composition. Any activity requiring the use of pen or pencil and paper to express feelings, thoughts, events, or produce words was recorded in this component. Writing and composition was observed 27% of the time.

Classroom management. Included in this component are all non-academic activities, such as taking attendance, keeping records, reviewing or passing out papers, taking lunch counts, and office interruptions. Evidence of classroom management was observed 14% of the time.

Problem solving and critical thinking (PSCT). Instruction designed to provide students an opportunity to master higher level thinking skills was recorded (i.e. defining, evaluating, identifying, explaining, predicting, providing feedback). Across all types of instruction, PSCT was evident 28% of the time.

Infusion components. The Latin Grammar District Task Force developed the following *Latin Grammar Infusion Statement* (1990):

> ...infusion can be defined as the planned implementation of strict discipline policies, homework policies, and parental participation models. Also included is the study of Latin and/or Spanish, as well as the integrated study of the interrelationship of languages in the regular classrooms. In addition, the core curriculum is enhanced through the infusion of content and activities derived from Roman Culture and various civilizations.

Latin infusion components, collected through classroom observations, were reported in terms of percentages and frequency (see Table 3). Data related to homework are presented in the Contractual Agreement section of this report.

Discipline. Maintaining a highly structured and disciplined environment is a major component of the Latin grammar theme. There were two categories of discipline examined during classroom observations. Major discipline was defined as an infraction of the rules resulting in the dismissal of a student (i.e., office referral). In contrast, minor discipline was defined as an infraction of the rules resulting in temporary interruption of classroom activity or repeated verbal reprimand of a student (i.e., disorderly conduct, loud outbursts, etc.). While

the incidents of major discipline were observed during only 6% of classroom visits, minor incidents were observed 27%.

Displays. Regular classroom teachers were not expected to teach Latin language; however, there was to be infusion of various cultures as well as other components, such as language, in displays. In every visit, displays of Roman and classical Greek culture were evident school-wide. During the observation period (November, 1990 through February, 1991), evidence of Latin language displays was noted in 93% of the classrooms; language development was found in 86% of classrooms; and displays of other cultures were found in 69% of the classrooms.

Cultural relationships. The integration of cultural relationships was an integral part of the basic curriculum. Classical relationships is the study of ancient Roman and Greek civilizations, while multicultural relationships relates to ethnic holidays, customs, traditions and personalities. The integration of both classical cultural and multicultural relationships was evident during 29% of the instructional time.

Perceptions

To determine the effectiveness of program implementation, perception data were gathered from teachers, students and parents. The surveys contained items concerning school climate, goal attainment, support, and overall implementation of the magnet theme. Percentages were computed for the number of respondents to each item. Open-ended comments were grouped in general categories and distributed to principals. In an effort to further assess program implementation, a comparison of 1990-91 perception data with data collected in the first and second years of implementation was presented.

Parent Perception. A random sample (25% of the parents, N= 87) was interviewed by telephone in the spring. Table 4 shows a comparison of 1990-91 parent perceptions with perceptions reported in the first two years of implementation (1988-89 and 1989-90).

When asked if the way students were selected for magnet schools was fair (item 1) and if their child's application was handled in a reasonable amount of time (item 2) parents were less satisfied with the selection process (from 55% to 40%) and more satisfied with the application process (from 78% to 97%) than in the previous years. There was a marked difference in perceptions regarding transportation (items 3-4). In 1990-91, 100% indicated that transportation to and from PLG was done in a reasonable amount of time, while in 1989-90 only 39%

Table 4

Comparison of Parent Perceptions
Pinkerton Latin Grammar Magnet Elementary School
Spring 1989 to Spring 1991

	Statement	Responses	1989 (N)	1989 %	1990 (N)	1990 %	1991 (N)	1991 %
1.	The way students are chosen for the magnet school is fair?	Agree	(48)	55%	(50)	63%	(35)	40%
		Disagree	(22)	25%	(22)	28%	(29)	33%
		No Opinion	(18)	21%	(7)	9%	(23)	26%
2.	My child's application to Pinkerton Latin Grammar was handled in a reasonable amount of time.	Agree	(69)	78%	(56)	71%	(84)	97%
		Disagree	(14)	16%	(21)	27%	(3)	3%
		No Opinion	(5)	6%	(2)	3%	-----	-----
3.	The transportation of my child to and from Pinkerton Latin Grammar is done in a reasonable amount of time.	Agree	(34)	39%	(22)	28%	(53)	100%
		Disagree	(12)	14%	(20)	25%	-----	-----
		No Opinion	(42)	48%	(37)	47%	-----	-----
4.	The transportation of my child to and from Pinkerton Latin Grammar is safe.	Agree	(33)	38%	(17)	22%	(36)	68%
		Disagree	(11)	13%	(23)	29%	(10)	19%
		No Opinion	(44)	50%	(39)	50%	(7)	13%
5.	Communication from Pinkerton Latin Grammar has been helpful and understandable to me.	Agree	(80)	91%	(74)	94%	(80)	92%
		Disagree	(1)	1%	(3)	4%	(6)	7%
		No Opinion	(7)	8%	(2)	3%	(1)	1%
6.	My participation at Pinkerton Latin Grammar is encouraged.	Agree	(85)	97%	(75)	95%	(76)	87%
		Disagree	(2)	2%	(3)	4%	(2)	2%
		No Opinion	(1)	1%	(1)	1%	(9)	10%
7.	Overall, I am satisfied with the teachers at Pinkerton Latin Grammar.	Agree	(81)	92%	(78)	99%	(78)	90%
		Disagree	(3)	3%	(1)	1%	(7)	8%
		No Opinion	(4)	5%	-----	-----	(2)	2%
8.	Overall, I am satisfied with the administration at Pinkerton Latin Grammar.	Agree	(85)	97%	(75)	95%	(80)	92%
		Disagree	-----	-----	(2)	3%	(3)	3%
		No Opinion	(3)	3%	(2)	3%	(4)	5%
9.	I believe Pinkerton Latin Grammar is kept clean and in good repair.	Agree	(77)	88%	(76)	96%	(79)	91%
		Disagree	(2)	2%	(3)	4%	(7)	8%
		No Opinion	(9)	10%	-----	-----	(1)	1%

Table 4 (continued)

Comparison of Parent Perceptions
Pinkerton Latin Grammar Magnet Elementary School
Spring 1989 to Spring 1991

Statement	Responses	1989 (N)	1989 %	1990 (N)	1990 %	1991 (N)	1991 %
10. I would recommend Pinkerton Latin Grammar to other parents.	Agree	(80)	91%	(67)	85%	(83)	95%
	Disagree	(2)	2%	(3)	4%	(2)	2%
	No Opinion	(3)	7%	(9)	11%	(2)	2%
11. I am satisfied with my child's progress in basic skills areas.	Agree	(78)	89%	(76)	96%	(78)	90%
	Disagree	(7)	8%	(3)	4%	(9)	10%
	No Opinion	(3)	3%	-----	-----	-----	-----
12. I am satisfied with my child's progress in Latin classes.	Agree	(73)	83%	(72)	91%	(73)	84%
	Disagree	(7)	9%	(5)	6%	(14)	16%
	No Opinion	(3)	8%	(2)	3%	-----	-----
13. Overall, my child feels good about the education she/he is receiving at Pinkerton Latin Grammar.	Agree	(78)	89%	(74)	94%	(82)	94%
	Disagree	(5)	6%	(4)	5%	(4)	5%
	No Opinion	(5)	6%	(1)	1%	(1)	1%
14. I believe that Pinkerton Latin Grammar offers a quality education to all students.	Agree	(83)	94%	(76)	96%	(82)	94%
	Disagree	-----	-----	(3)	4%	(2)	2%
	No Opinion	(5)	6%	-----	-----	(3)	3%
15. My child attends Extended Day classes.	Agree	•		•		(34)	39%
	Disagree					(53)	61%
	No Opinion					-----	-----
16. I believe the Extended Day Program gives proper supervision to students.	Agree	•		•		(32)	91%
	Disagree					(3)	9%
	No Opinion					-----	-----
17. I believe the Extended Day Program gives enough emphasis to academic activities.	Agree	•		•		(28)	80%
	Disagree					(3)	9%
	No Opinion					(4)	11%
**18. What are the reason/s your child attends the Extended Day Program?	Parent/guardian work	•		•		(22)	63%
	Child needs help					(11)	31%
	Enrichment is provided					(31)	89%

Table 4 (continued)

Comparison of Parent Perceptions
Pinkerton Latin Grammar Magnet Elementary School
Spring 1989 to Spring 1991

Statement	Responses	1989 (N)	1989 %	1990 (N)	1990 %	1991 (N)	1991 %
19. Overall, I am satisfied with the Extended Day Program at Pinkerton Latin Grammar.	Agree	•		•		(33)	94%
	Disagree					(2)	6%
	No Opinion					-----	-----
20. I feel the contractual obligations at Pinkerton Latin Grammar are fair.	Agree	(80)	91%	(76)	96%	(82)	94%
	Disagree	(1)	1%	(3)	4%	(2)	2%
	No Opinion	(6)	7%	-----	-----	(3)	3%
21. I help my child with homework:	Everyday	•		•		(51)	58%
	2 - 3 times/week					(17)	19%
	Sometimes					(15)	17%
	Never					(5)	6%
22. I review and sign my child's homework:	Everyday	(75)	85%	(75)	95%	(60)	69%
	2 - 3 times/week	-----	-----	-----	-----	(15)	17%
	Sometimes	(9)	10%	(1)	1%	(12)	14%
	Never	(4)	5%	(3)	4%	-----	-----
23. I believe Pinkerton Latin Grammar provides a highly disciplined and structured school environment.	Agree	•		•		(83)	95%
	Disagree					(3)	3%
	No Opinion					(1)	1%
24. I believe my child is acting in a more disciplined way at school since attending Pinkerton Latin Grammar.	Agree	•		•		(44)	51%
	Disagree					(16)	18%
	No Opinion					(27)	31%
25. My child enjoys wearing a uniform to Pinkerton Latin Grammar everyday.	Agree	(53)	60%	(45)	57%	(51)	59%
	Disagree	(29)	33%	(28)	35%	(33)	38%
	No Opinion	(6)	7%	(6)	8%	(3)	3%

Table 4 (continued)

Comparison of Parent Perceptions
Pinkerton Latin Grammar Magnet Elementary School
Spring 1989 to Spring 1991

Statement	Responses	1989 (N)	1989 %	1990 (N)	1990 %	1991 (N)	1991 %
26. I attend SAC/PT meetings:	Often	•		•		(21)	24%
	Sometimes					(44)	51%
	Never					(22)	25%
27. I attended the last Open House at Pinkerton Latin Grammar.	Agree	•		•		(52)	60%
	Disagree					(35)	40%
	No Opinion					-----	-----
28. I attended the last parent/teacher conference at Pinkerton Latin Grammar.	Agree	•		•		(68)	78%
	Disagree					(19)	22%
	No Opinion					-----	-----
29. I have met with my child's teacher this year.	Agree	•		•		(87)	100%
	Disagree					-----	-----
	No Opinion					-----	------
30. Overall, I am satisfied with Pinkerton Latin Grammar	Agree	(85)	97%	(76)	96%	(83)	95%
	Disagree	(1)	1%	(3)	4%	(3)	4%
	No Opinion	(2)	2%	-----	-----	(1)	1%
31. I plan to send my child to Pinkerton Latin Grammar next school year.	Agree	•		•		(68)	93%
	Disagree					(1)	1%
	No Opinion					(5)	6%

Note: Percentages are rounded to the nearest whole percent. Results are based on a 25% random sample of Pinkerton Latin Grammar parents, 1989, N = 88; 1990, N = 79; 1991, N = 87.

• Question asked in 1991 only.

•• Parents could respond to more than one category, therefore percentages may exceed 100%.

responded positively. Similarly, transportation to and from school was considered safe by 68% of parents, compared to only 38% of parents in 1989-90.

Perceptions remained relatively constant regarding communications from PLG to parents (item 5, 91% to 92%), however when asked if their participation at PLG was encouraged (item 6, 97% to 87%), there was a slight difference in the perceptions of parents from the last three years. Parents remained satisfied with the teachers (item 7, 92% to 90%) and slightly less satisfied with the administration (item 8, 97% to 92%). Most parents believed that the school was kept clean and in good repair (item 9, 88% to 91%) and said they would recommend PLG to other parents (item 10, 91% to 95%).

Regarding the academic progress of their child (items 11), parents indicated satisfaction with the progress their child had made in basic skills (89% to 90%) and with the progress of their child in Latin classes (item 12, 83% to 84%). Overall, most parents reported that their child felt good about their education (item 13, 89% to 94%) and most parents believed PLG offered a quality education to all students (item 14, 94%).

While there was a slight increase in parents who agreed that the contractual obligation was fair (item 20, from 91% to 94%), there were differences in the frequency of support with homework (items 21 and 22). PLG has a policy of assigning homework four days per week. Most parents helped their child with homework everyday (item 21, 59%). Although most parents were involved with homework (item 22), fewer parents indicated that they reviewed and signed their child's homework everyday (from 85% to 69%). The majority of parents believed that PLG provided a disciplined and structured school environment (item 23, 95%), however, only 51% believed that their child was acting in a more disciplined way (item 24). Consistent with previous years, most parents felt their child enjoyed wearing a uniform to school (item 12; from 60% to 59%). This perception is not supported by students.

Perceptions regarding parental involvement received moderately high marks (items 26 to 29). All of the parents indicated they had met with their child's teacher (item 29, 100%); 75% attended a School Advisory Council (SAC) or Parent Teacher Association (PTA) meetings, either often or sometimes; 60% attended the last open house; and 78% attended the last parent/teacher conference.

Parents remained satisfied with PLG over the last three years (item 30, 97% to 95%) and 93% planned to send their child to PLG next school year (item 31, 93%).

Information about how parents learned about the magnet program, why they chose the school for their child and what they thought of the magnet application process are contained in Table 4-A and Table 4-B.

Table 4-A

Ways Parents Learned About
The Pinkerton Latin Grammar
Magnet Elementary School
(N = 87)

Ways	Percentage
Newspaper	46%
Radio	8%
TV	16%
Child	20%
Friend	32%
School district brochure	56%
Other sources	6%

Note: Percentages are rounded to the nearest whole percent. Parents could respond positively to more than one category.

Table 4-B

Reasons Parents Chose
The Pinkerton Latin Grammar
Magnet Elementary School
(N = 87)

Reasons	Percentage
Liked the magnet theme	72%
Neighborhood school	31%
Attended last year	36%
Other children in this school	18%
Other reasons*	6%

Note: Percentages are rounded to the nearest whole percent. Parents could respond positively to more than one category.

* Extended Day Program

As indicated in Table 4-A, the largest percentage of parents learned about PLG through the school district brochure (56%), the newspaper (46%), a friend (32%) or their child (20%). The reasons parents chose PLG is outlined in Table 4-B. A majority of parents chose PLG because they liked the magnet theme (72%), their child attended the school last year (36%), or it is a neighborhood school (31%).

Teacher perceptions. Surveys were administered to the staff during the first and second semesters. Table 5 presents a summary of teacher responses. A comparison of 1990 teacher responses to 1991 teacher responses are illustrated in Table 6. For discussion purposes, four broad areas of program implementation were examined:

1. School climate and satisfaction;
2. Staff development;
3. Administrative support; and
4. Thematic emphasis.

School climate and satisfaction. As noted in Table 5, all teachers indicated that they enjoyed teaching at PLG (item 1, 100%) and felt the school climate was good (item 2, 100%); understood the goals and objectives (item 3, 100%); and taught at or transferred to PLG because of the theme (items 4a and 4b; 100%).

Staff development. Teachers responded positively when asked if they attended staff development sessions held prior to opening of school (item 6; 100%) and if training was helpful (item 5; 94%).

Teachers in Latin grammar schools are required by the district to attend 80 hours of theme-related training. This training was designed to help teachers infuse the theme into the basic curriculum. When asked if they have been able to infuse Latin into the basic curriculum, 96% of the teachers agreed (item 22). Teachers felt that science (40%) and mathematics (53%) were the most difficult basic subjects to infuse (item 23b and 23c), while the most difficult special emphasis areas to infuse (item 26e, b, f) were problem solving and critical thinking skills (32%), required reading (23%) and computer literacy (23%).

Administrative support. Teachers were asked about their perceptions of the support they received from building and district level administration. Overall, most teachers indicated that they had the support they needed from building level administration (item 11; 100%); from academic support services (item 12; 86%); and from physical plant services (item 13; 100%). Equally positive, teachers said they had sufficient teaching materials and resources to teach

Table 5

Teacher Perceptions

D. M. Pinkerton Latin Grammar Magnet Elementary School

1990 - 1991

Statement	Responses	N	%
1. I enjoy teaching at Pinkerton Latin Grammar.	Agree	16	100%
	Disagree	-----	-----
2. I feel the climate (relations, attitudes, feelings, tone, etc.) of the school contributes to implementation of the theme.	Agree	16	100%
	Disagree	-----	-----
*3. I understand the goals and objectives for Latin Grammar Magnet Schools identified in the 1986 *Long Range Magnet School Plan*.	Agree	22	100%
	Disagree	-----	-----
*4. Which of the following statements best describes your teaching situation?			
a. Chose to remain and teach at Pinkerton because of theme;		21	96%
b. Chose to transfer and teach at Pinkerton because of theme;		1	4%
c. Remained at Pinkerton due to convenience, seniority, etc.		-----	-----
d. Tried unsuccessfully to transfer from Pinkerton;		-----	-----
e. Involuntary transfer or assignment to Pinkerton;		-----	-----
f. Other;		-----	-----
g. No opinion.		-----	-----
5. I find the activities covered in staff development/in-service sessions at Pinkerton Latin Grammar help me in the classroom.	Agree	15	94%
	Disagree	1	6%
6. I attended the district Latin Grammar in-service training held prior to the opening of school.	Agree	22	100%
	Disagree	-----	-----
7. The study of Latin has improved most of my students' academic achievement.	Agree	15	94%
	Disagree	1	6%
8. Students in my classes are making good academic progress because of the Latin Grammar theme.	Agree	13	81%
	Disagree	3	19%
9. I have sufficient teaching materials and resources to teach the district's core curriculum.	Agree	16	100%
	Disagree	-----	-----
10. I have sufficient supplemental materials and supplies to teach the Latin Grammar theme.	Agree	16	100%
	Disagree	-----	------
11. The building administration has provided the support I need to successfully implement the Latin Grammar theme.	Agree	16	100%
	Disagree	------	------
*12. The academic support services (counselors, office staff, etc.) have provided the support I need to conduct my classes.	Agree	19	86%
	Disagree	3	14%
	No Opinion	-----	-----
*13. The physical plant support services (maintenance, janitorial, etc.) have provided the support I need to conduct my classes.	Agree	22	100%
	Disagree	-----	-----
14. I believe students are appropriately placed in my school.	Agree	13	81%
	Disagree	3	19%
15. I had the necessary textbooks to begin the school year.	Agree	21	96%
	Disagree	1	5%
16. I believe Pinkerton Latin Grammar has a highly disciplined and structured environment.	Agree	15	94%
	Disagree	1	6%

Table 5 (continued)

Teacher Perceptions

D. M. Pinkerton Latin Grammar Magnet Elementary School

1990 - 1991

Statement	Responses	N	%
17. My students appear to perform well in regards to homework and study habits.	Agree	15	94%
	Disagree	1	6%
18. Most parents are maintaining the contractual agreement concerning the reviewing and signing of students' homework.	Agree	12	75%
	Disagree	4	25%
19. I have met with most parents per the contractual agreement.	Agree	13	81%
	Disagree	3	19%
20. I believe most parents are involved in the school.	Agree	14	88%
	Disagree	2	13%
*21. Students are committed to wearing uniforms to school.	Agree	22	100%
	Disagree	-----	-----
*22. I have been able to infuse the Latin Grammar theme into the basic curricula of the district.	Agree	21	96%
	Disagree	-----	-----
	No Opinion	1	5%
23. Which basic curriculum area is the most difficult for you to infuse the Latin Grammar theme?			
a. Social Studies;		1	7%
b. Science;		6	40%
c. Mathematics;		8	53%
d. Language Arts (including English and Reading);		-----	-----
e. Other.		-----	-----
*24. Students in my class have had sufficient opportunities to use computers to facilitate learning.	Agree	22	100%
	Disagree	-----	-----
*25. The Latin Grammar teacher and I work well together to implement the Latin Grammar theme.	Agree	19	90%
	Disagree	2	10%
*26. Which special emphasis of the Latin Grammar theme is the most difficult to implement?			
a. Writing;		4	19%
b. Required reading;		5	23%
c. Public speaking;		4	19%
d. Memorization;		3	14%
e. Problem solving and critical thinking skills;		7	32%
f. Computer literacy;		5	23%
g. Self-discipline.		3	14%
27. Which of the following describes my contact with most parents?			
a. Met during Open House;		13	87%
b. Telephone conference;		9	60%
c. Correspondence (sent or mailed home);		9	64%
d. Parent/teacher conference;		11	79%
e. SAC/PTA;		10	67%
f. Task Force;		3	20%

Table 5 (continued)

Teacher Perceptions
D. M. Pinkerton Latin Grammar Magnet Elementary School
1990 - 1991

Statement	Responses	N	%
*28. I believe the Latin Grammar theme has improved desegregation at my school.	Agree	22	100%
	Disagree	-----	-----
29. Overall, I feel my school is accomplishing its goals and objectives identified in the Pinkerton school site plan.	Agree	16	100%
	Disagree	-----	-----

Note: Percentages are rounded to the nearest whole percent. 1991, N = 16

* Questions asked in the fall only. (1990, N = 22)

the district's core curriculum (item 9; 100%); supplemental materials to teach the Latin theme (item 10, 100%); and the necessary textbooks to begin the school year (item 15, 96%).

Thematic emphasis. Teachers responded positively regarding the influence of the theme on achievement (items 7, 8, and 14). The majority of teachers believed that the study of Latin had improved their students' academic achievement (94%), while 81% thought that students were making good academic progress because of the theme. Slightly fewer teachers believed that students were appropriately placed in their school (81%).

Another related measure of thematic emphasis was the school environment and the homework policy (items 16, 17, and 18). Most teachers believed that PLG had a highly disciplined and structured environment (94%) and that students performed well regarding homework and study habits (94%). Slightly fewer teachers indicated that parents were maintaining the contractual agreement concerning the reviewing and signing of homework (75%).

Teacher perceptions about parental commitment to the contractual agreement received moderately high marks (items 19 and 20). Among teachers, 81% had met with parents per the contractual agreement, and 88% believed that parents were involved in the school. Teachers described their contact with parents as follows: met during open house (87%); parent/teacher conference (79%); SAC/PTA (67%); correspondence (64%); telephone conference (60%); and task force meetings (20%). In another related contractual issue, all teachers reported that students were committed to wearing uniforms (item 21, 100%).

Teachers were positive regarding the infusion of Latin grammar special features (items 24 and 25). All teachers indicated that students had sufficient opportunities to use computers

Table 6

Comparison of Teachers Positive Responses to Statements Concerning D. M. Pinkerton Latin Grammar Magnet Elementary School 1989 - 1991

Statement	1988-89 (N)	1988-89 %	1989-1990 (N)	1989-1990 %	1990-1991 (N)	1990-1991 %
1. I believe Pinkerton Latin Grammar has offered a highly disciplined and structured environment.	50	98%	40	90%	15	94%
2. Students at Pinkerton Latin Grammar performed well in regards to homework and study habits.	43	84%	39	93%	15	94%
*3. Students appear to enjoy wearing uniforms to school.	47	92%	38	90%	22	100%
4. I believe the study of Latin has improved most students' academic achievement.	48	94%	39	93%	15	94%
5. I believe most parents are involved at Pinkerton Latin Grammar.	42	82%	38	90%	14	88%
6. Most parents review and sign students' homework.	42	82%	38	90%	12	75%
7. I have met with most parents.	37	73%	37	88%	13	81%
8. I have had sufficient teaching materials and resources available to me.	49	96%	41	98%	16	100%
9. The activities covered in staff development sessions at Pinkerton Latin Grammar helped me in the classroom.	42	82%	38	90%	15	94%
10. The building administration provided the support I needed to conduct my classes.	51	100%	41	98%	16	100%
11. I feel the climate of the school is good.	49	98%	38	90%	16	100%
12. I enjoy teaching at Pinkerton Latin Grammar.	51	100%	41	98%	16	100%
13. Overall, I feel Pinkerton Latin Grammar is accomplishing its goals and objectives.	49	96%	41	98%	16	100%

Note: Percentages are rounded to the nearest whole percent. 1988-89, N = 51; 1989-90, N = 42; 1990, N = 22; 1991, N = 16

* Questions asked in fall only.

(100%) and that the Latin grammar teachers worked with regular teachers to implement the theme (86%).

All teachers believed the theme had improved desegregation (item 28, 100%) and that PLG was accomplishing its goals and objectives (item 29, 100%).

Table 6 provides a comparison of 1990-91 teacher perceptions with perceptions reported in the first year of implementation (1988-89). In most cases, teacher perceptions are the same or more positive, with the exception of issues regarding the environment and homework (items 1 and 6). There were slight declines in perceptions about the school environment and parental involvement with homework. In response to questions about the environment, 98%

of teachers in 1988-89, and 94% in 1990-91, agreed that there was a highly disciplined and structured environment. Regarding parents reviewing and signing homework, fewer teachers felt that parents were involved (from 82% to 75%).

Lastly, in both 1988-89 and 1990-91, teachers enjoyed teaching at PLG (item 12, 100%) and felt the school was accomplishing its goals and objectives (item 13, from 96% to 100%).

Student perceptions. Approximately two-thirds of the students (N= 207) from grades one through five were randomly sampled to receive a student survey. A comparison between student perceptions in 1989 to their perceptions in 1991 is summarized in Table 7. As can be seen in Table 7, student preference for wearing uniforms and rules declined (items 1, 2). Fewer students stated they enjoyed wearing uniforms everyday to school (from 60% to 33%). When asked if they thought the rules at PLG were too strict, student responses were similar to 1989 (from 30% to 31%). However, only 49% of students thought their peers were well-behaved in class (item 3). A related area of contractual obligation for parents and students was homework (items 4, 5 and 6). Fewer students indicated they liked doing homework assignments (from 86% to 56%). According to students, from 77% in 1989, to 60% in 1991, parents regularly checked and signed homework and 64% of parents regularly helped with homework.

Student perceptions of their grades were moderately high (item 7), however theme-related subjects received slightly higher marks (items 8 and 9). Among the students, 72% indicated that their grades had improved this year. Although fewer than in 1989, students believed they were learning about Latin (from 96% to 77%), and 80% thought Latin was interesting.

In the Latin grammar curriculum, a great deal of emphasis is placed on the development of classical and multicultural relationships. In response to questions about cultural relationships (items 10 and 11), 80% of students said they were learning about life in Rome and Italy, and 49% of students were learning about different ethnic groups. Another special feature of the Latin grammar curriculum is computer literacy (item 12). Sixty-six percent of the students indicated they used computers in their classroom.

Students remained satisfied with their teachers (item 13; from 92% to 80%) and 80% felt that their teachers challenged them to work hard. In regard to the physical environment of the school (items 15 and 16), from 83% to 85% of students thought the school was clean; and slightly fewer thought the school was safe (from 86% to 72%).

Table 7
Comparison of Student Perceptions
D. M. Pinkerton Latin Grammar Magnet Elementary School
Spring 1989 - Spring 1991

Statement	Responses	1989 (N)	1989 %	1990 (N)	1990 %	1991 (N)	1991 %
1. I enjoy wearing uniforms everyday to school.	Yes	(109)	60%	(64)	49%	(67)	33%
	No	(72)	40%	(67)	51%	(120)	60%
	Don't Know	-----	-----	-----	-----	(14)	7%
2. I think the rules at Pinkerton are too strict.	Yes	(55)	30%	(43)	33%	(63)	31%
	No	(126)	70%	(88)	67%	(105)	52%
	Don't Know	-----	-----	-----	-----	(35)	17%
3. I think students are well-behaved in my classes.	Yes	-----	-----	-----	-----	(99)	49%
	No	-----	-----	-----	-----	(80)	39%
	Don't Know	-----	-----	-----	-----	(25)	12%
4. I like doing homework assignments my teachers give me.	Yes	(156)	86%	(69)	53%	(115)	56%
	No	(25)	14%	(59)	45%	(62)	30%
	Don't Know	-----	-----	(3)	2%	(28)	14%
5. My parents regularly check and sign my homework.	Yes	(140)	77%	(104)	79%	(123)	60%
	No	(41)	23%	(27)	21%	(73)	36%
	Don't Know	-----	-----	-----	-----	(9)	4%
6. My parents regularly help me with my homework.	Yes	-----	-----	-----	-----	(132)	64%
	No	-----	-----	-----	-----	(65)	32%
	Don't Know	-----	-----	-----	-----	(8)	4%
7 My grades have improved this year.	Yes	-----	-----	-----	-----	(148)	72%
	No	-----	-----	-----	-----	(27)	13%
	Don't Know	-----	-----	-----	-----	(31)	15%
8 I am learning a lot of Latin this year.	Yes	(173)	96%	(111)	85%	(158)	77%
	No	(8)	4%	(20)	15%	(32)	16%
	Don't Know	-----	-----	-----	-----	(16)	8%
9. I think Latin is interesting.	Yes	(154)	85%	(99)	76%	(134)	65%
	No	(27)	15%	(32)	24%	(54)	26%
	Don't Know	-----	-----	-----	-----	(17)	8%
10. I am learning a lot about life in Rome and Italy.	Yes	-----	-----	-----	-----	(164)	80%
	No	-----	-----	-----	-----	(29)	14%
	Don't Know	-----	-----	-----	-----	(12)	6%
11. I am learning a lot about different ethnic groups (for example, American Indians or African Americans).	Yes	-----	-----	-----	-----	(101)	49%
	No	-----	-----	-----	-----	(75)	36%
	Don't Know	-----	-----	-----	-----	(31)	15%

Table 7 (continued)
Comparison of Student Perceptions
D. M. Pinkerton Latin Grammar Magnet Elementary School
Spring 1989 - Spring 1991

Statement		Responses	1989 (N)	1989 %	1990 (N)	1990 %	1991 (N)	1991 %
12.	I am using the computer in my classroom.	Yes	-----	-----	-----	-----	(33)	66%
		No	-----	-----	-----	-----	(10)	20%
		Don't Know	-----	-----	-----	-----	(7)	14%
13.	I like my teachers at Pinkerton.	Yes	(167)	92%	(104)	79%	(161)	80%
		No	(13)	7%	(27)	21%	(38)	19%
		Don't Know	(1)	1%	-----	-----	(3)	2%
14.	My teachers challenge me to work hard.	Yes	-----	-----	-----	-----	(164)	80%
		No	-----	-----	-----	-----	(19)	9%
		Don't Know	-----	-----	-----	-----	(23)	11%
15.	I think this is a clean school.	Yes	(151)	83%	(95)	73%	(175)	85%
		No	(30)	17%	(35)	27%	(25)	12%
		Don't Know	-----	-----	(1)	1%	(7)	3%
16.	I think my school is safe.	Yes	(155)	86%	(108)	82%	(149)	72%
		No	(26)	14%	(23)	18%	(30)	15%
		Don't Know	-----	-----	-----	-----	(28)	14%
17.	I ride the school bus or taxi to and from school everyday.	Yes	-----	-----	-----	-----	(140)	68%
		No	-----	-----	-----	-----	(37)	18%
		Don't Know	-----	-----	-----	-----	(30)	15%
*18.	I think it takes too long to get to and from school everyday riding the school bus or taxi.	Yes	(73)	40%	(39)	53%	(84)	61%
		No	(97)	54%	(33)	47%	(53)	38%
		N/A	(11)	6%	-----	-----	(1)	1%
*19.	If I receive a failing grade (for example, a "D" or "N"), I am allowed additional time to make up homework.	Yes	-----	-----	-----	-----	(50)	25%
		No	-----	-----	-----	-----	(101)	50%
		Don't Know	-----	-----	-----	-----	(52)	26%
20.	I attend the before or after school program at Pinkerton.	Yes	-----	-----	-----	-----	(13)	32%
		No	-----	-----	-----	-----	(20)	49%
		N/A	-----	-----	-----	-----	(8)	20%
*21.	I participate in the before or after school program because it helps me learn more and improve my grades.	Yes	-----	-----	-----	-----	(10)	77%
		No	----	-----	-----	-----	(2)	15%
		N/A	-----	-----	-----	-----	(1)	8%
*22.	I attend the before or after school program because of the extracurricular and fun activities.	Yes	-----	-----	-----	-----	(3)	50%
		No	-----	-----	-----	-----	(2)	33%
		N/A	-----	-----	-----	-----	(1)	17%

Table 7 (continued)
Comparison of Student Perceptions
D. M. Pinkerton Latin Grammar Magnet Elementary School
Spring 1989 - Spring 1991

Statement		Responses	1989 (N)	1989 %	1990 (N)	1990 %	1991 (N)	1991 %
23.	If I have problems with my school work,I can get help from my teachers.	Yes	-----	-----	-----	-----	(119)	58%
		No	-----	-----	-----	-----	(69)	34%
		Don't Know	-----	------	-----	-----	(18)	9%
24.	Overall, I think this is a good school.	Yes	-----	-----	-----	-----	(70)	34%
		No	-----	-----	-----	-----	(68)	33%
		Don't Know	-----	-----	-----	-----	(67)	33%
*25.	I plan to come back to Pinkerton next year.	Yes	(120)	66%	(120)	60%	(17)	57%
		No	(61)	34%	(61)	40%	(5)	17%
		Don't Know	-----	-----	(1)	1%	(8)	27%

Note: Percentages are rounded to the nearest whole percent. Based on a 25% random sample across grade levels 1 - 5 . 1989, N = 181; 1990, N = 131; 1991, N = 207.

* Responses only from students who use these services or will be eligible for next grade level in this school.

There was a decline in perceptions about school transportation (items 17 and 18). Among the 68% of students who rode the school bus or taxi in 1991, 61% thought it took too long to get to and from school, however, in 1989, only 40% felt the bus took too long.

Although parents and students felt satisfied with their teachers, only 25% of the students said they were allowed additional time to make up homework (item 19). Slightly more felt had they received help from teachers when they had problems with school work (item 23; 58%). This perception may be a concern to school administrators because mastery learning strategies were implemented for the first time during the 1990-91 school year. However, classroom observations of this component will not be undertaken until the 1991-92 school year.

Overall, students rated PLG moderately low in most cases. It was interesting to note that although 34% of students thought PLG was a good school (item 24), only 57% indicated a desire to return to PLG next year (item 25).

Extended Day Program

Approximately 28% of all students participated in the after school program at PLG. Of the eleven classes offered, 36% were designed for academic enrichment and 64% were extracurricular (Appendix B). Classes were conducted Monday through Friday from 7:00-8:05 a.m.,

and from 3:30-5:30 p.m. School administrators reported that enrollment in the Extended Day Program was relatively consistent with school enrollment (see Table 8). Of the 90 student enrolled in extended day, 65% were minority and 32% were non-minority.

Although only 39% of the random sample of parents surveyed indicated that their child attended the Extended Day Program (Table 4, item 15), satisfaction with the program was high. The majority of parents believed the program gave proper supervision to students (item 16, 91%), that the program gave enough emphasis to academic activities (item 17, 80%) and parents overall, were satisfied with the program (item 18, 94%). Parents offered the following reasons for sending their child to the Extended Day Program (item 18): parent worked (63%); their child needed help (31%) and enrichment was provided (89%).

As shown in Table 7, among the 32% of students who participated in the Extended Day Program (items 20, 21, and 22), 77% said they participated because it helped them learn and improve their grades and 50% cited the extracurricular and fun activities as a reason for participating.

Achievement

ITBS. The ITBS is a norm-referenced standardized achievement test designed to measure growth in fundamental skill areas of vocabulary, reading, language, writing, methods of study, and mathematics. The test is administered to students in kindergarten through grade eight during the spring semester. The scores presented in this report are percentile ranks which were derived from mean grade equivalent scores. District scores for 1991, in reading,

Table 8

Pinkerton Latin Grammar Elementary School
Minority and Non-Minority Extended Day Enrollment
1991

	Saturday Academy		Afternoon Only		Both AM & PM		Total	
Group	N	%	N	%	N	%	N	%
Minority	25	83%	9	50%	27	64%	61	68%
Non-Minority	5	17%	9	50%	15	36%	29	32%
Total	30	100%	18	100%	42	100%	90	100%

Note: Percentages are rounded to the nearest whole percent.
Source: School enrollment records, May 1991.

math and language are presented for comparison purposes. The 50th percentile is the national norm.

As shown in Table 9, in 1991, across the 17 subtests (six grades by three tests, minus the kindergarten reading subtest), PLG students scored at or above the national norm on a higher percentage of subtests than did the district as a whole. PLG students were at or above the national norm on 13 (76%) of 17 subtests (with the exception of fourth grade reading and fifth grade reading, math and language). In contrast, the district scored at or above the national norm on 9 (53%) of 17 subtests. In comparison to the district, PLG scored at or above the district norm on 11 (65%) of 17 subtests (first, second, third and fourth grade reading; second, third and fourth grade math; kindergarten, third, fourth and fifth grade language). Gains in scores from 1989 to 1991 were reflected on 10 (59%) of the 17 subtests, including first, second, and fourth grade reading from 5 to 22 points; third, fourth and fifth grade math from 3 to 34 points; and third, fourth, and fifth grade language from 8 to 33 percentile points.

Since 1989, minority students have gained on 10 (59%) of the 17 subtests, with the exception of fifth grade reading; kindergarten, first and second grade math and language. Non-minority gains were reflected on 9 (53%) of the 17 subtests, including first, third, and fourth grade reading; third, fourth and fifth grade math and language.

Although both racial groups showed gains in scores from 1989, non-minority gains were at a higher rate on all subtests, with the exception of fifth grade math and language.

Overall, from 1989 to 1991, PLG students as a whole, showed an increase on 8 (47%) of 17 subtests (third and fourth grade reading; third, fourth and fifth grade math and language); remained the same on 4 (24%) of 17 subtests (first and second grade math and language); and declined on 5 (29%) of 17 subtests.

Achievement patterns over time show slight gains in scores. In order to gain a perspective of how students performed on the ITBS over time, kindergarten cohort groups were examined (see Figures 2A to 4B). Kindergarten students who had attended PLG during the three years of magnet school operation, were tracked from kindergarten through second and third grade. Minority and non-minority students showed similar patterns of gains. The 1988 kindergarten cohort group's reading scores declined over time with respect to the national norm. Initial scores at the 84th percentile decreased to the 67th percentile. Both racial groups made a drastic drop in first grade, increased in second grade and leveled off in third grade (67th percentile). The 1989 kindergarten cohort group showed similar declines in reading scores,

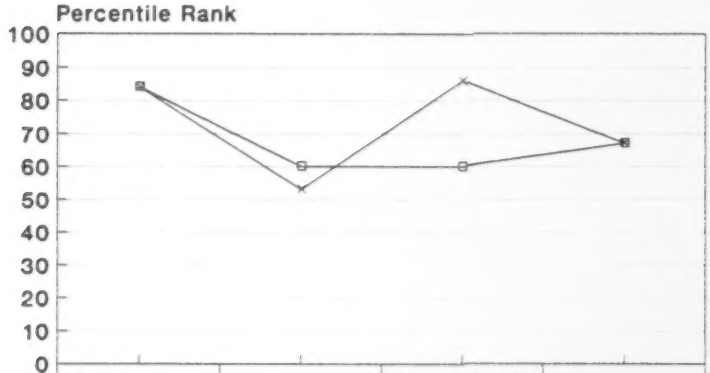
Table 9

D. M. Pinkerton Latin Grammar Magnet Elementary School
Iowa Tests of Basic Skills Reading, Math and Language
Percentile Ranks Based on Mean Grade Equivalents
Spring 1988, 1989, 1990, 1991

	Reading				Math				Language				
Grade	1988	1989	1990	1991	1988	1989	1990	1991	1988	1989	1990	1991	
Group				District				District					District
Kindergarten				--				64					61
Minority	78	84	81	--	52**	58	50	51	64**	57	47	64	
Non-Minority	*	88	84	--	77**	62	73	77	80**	61	64	80	
Total		86	82	--	62	59	59	61	70	60	54	69	
First				53				65					73
Minority	49	60	52	54	44**	49	57	43	64**	64	71	63	
Non-Minority	*	52	39	63	74**	61	52	73	74**	63	59	74	
Total		57	48	56	53	54	55	53	67	64	67	67	
Second				50				64					64
Minority	31	47	50	49	63**	49	61	62	59**	49	69	58	
Non-Minority	*	57	67	55	79**	59	68	78	68**	52	67	67	
Total		52	56	51	69	53	64	69	62	50	68	62	
Third				44				48					57
Minority	40	36	62	62	39**	48	65	69	50**	67	80	81	
Non-Minority	*	70	85	72	32**	69	80	79	44**	72	87	87	
Total		50	71	67	39	56	71	73	50	69	83	83	
Fourth				39				45					49
Minority	30	31	28	38	27**	37	35	46	38**	46	46	67	
Non-Minority	*	48	44	54	18**	55	42	59	10**	51	58	70	
Total		38	32	44	27	44	37	50	37	48	49	68	
Fifth				40				41					48
Minority	27	33	34	25	26**	28	29	31	40**	54	55	48	
Non-Minority	*	59	56	34	6**	49	54	26	17**	64	65	36	
Total		49	44	29	26	36	39	29	40	58	59	48	

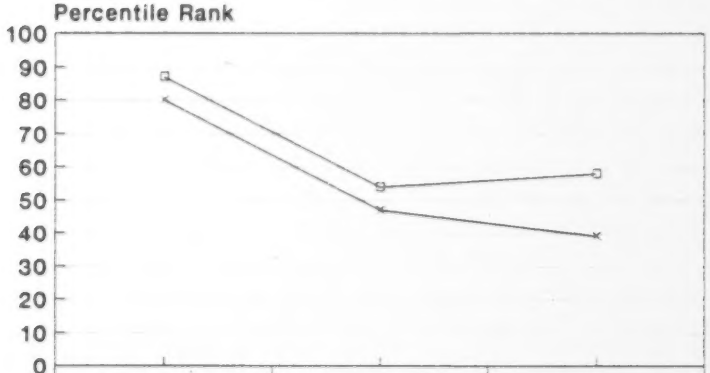
Note: Percentile ranks are converted from grade equivalent scores.
*Ethnic groups with less than 4 students per grade level are not reported.
**This ethnic group represents 10 or less students.

Figure 2A
ITBS Reading Achievement Across Time: 1988 Kindergarten Cohort



	Kindergarten	First Grade	Second Grade	Third Grade
Minority 88	84	60	60	67
Non-Min. 88	84	53	86	67

Figure 2B
ITBS Reading Achievement Across Time: 1989 Kindergarten Cohort

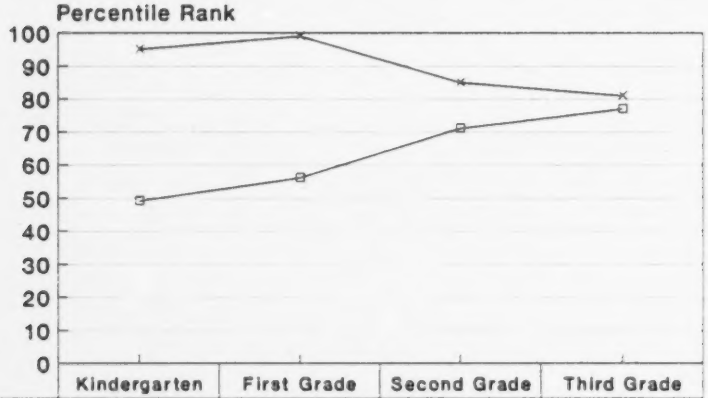


	Kindergarten	First Grade	Second Grade
Minority 89	87	54	58
Non-Min. 89	80	47	39

Note: Percentile ranks were converted from mean grade equivalent scores

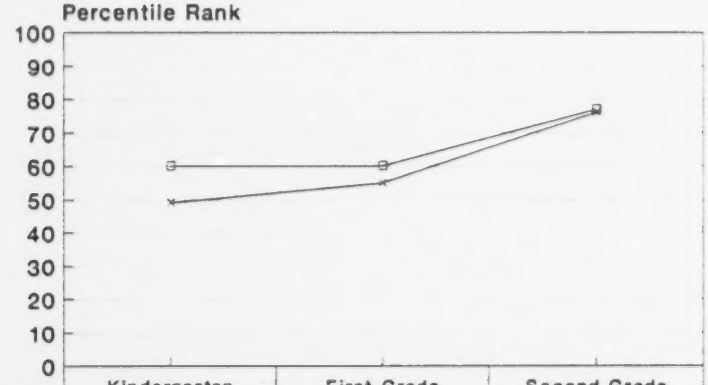
Pinkerton Latin Grammar Elementary, 1991

Figure 3A
ITBS Math Achievement Across Time: 1988 Kindergarten Cohort



	Kindergarten	First Grade	Second Grade	Third Grade
Minority 88	49	56	71	77
Non-Min. 88	95	99	85	81

Figure 3B
ITBS Math Achievement Across Time: 1989 Kindergarten Cohort

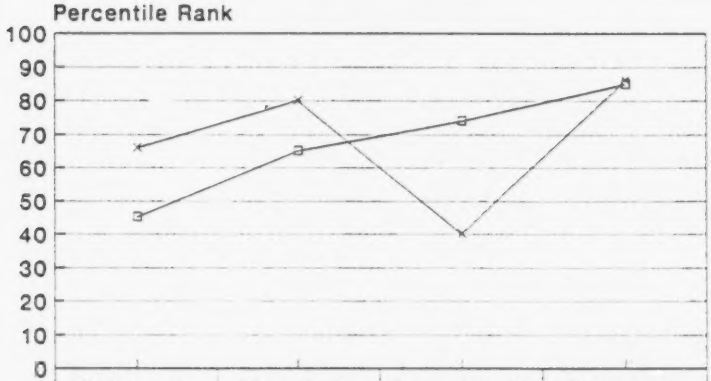


	Kindergarten	First Grade	Second Grade
Minority. 89	60	60	77
Non.-Min. 89	49	55	76

Note: Percentile ranks were converted from mean grade equivalent scores

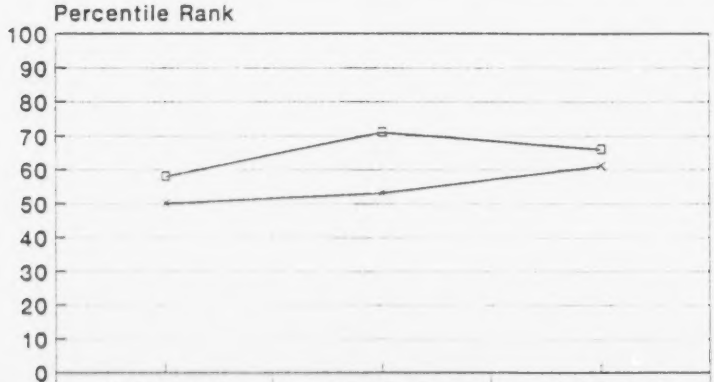
Pinkerton Latin Grammar Elementary, 1991

Figure 4A
ITBS Language Achievement Across Time: 1988 Kindergarten Cohort



	Kindergarten	First Grade	Second Grade	Third Grade
Minority 88	45	65	74	85
Non-Min. 88	66	80	40	86

Figure 4B
ITBS Language Achievement Across Time: 1989 Kindergarten Cohort



	Kindergarten	First Grade	Second Grade
Minority 89	58	71	66
Non-Min. 89	50	53	61

Note: Percentile ranks were converted from mean grade equivalent scores

Pinkerton Latin Grammar Elementary, 1991

however minority scores increased in second grade (58th percentile), while non-minority scores continued to decline (39th percentile).

The 1988 kindergarten group, for both racial groups, demonstrated the greatest gains in math. While there was an initial difference of 46 percentile points in kindergarten math scores between minority (49th percentile) and non-minority (95th percentile) students, by third grade there was only a 4 point difference (77th and 81th percentile ranks, respectively). In addition, on the 1989 kindergarten cohort group's math scores, there was an 11 point difference between minority and non-minority scores (60th and 49th percentile ranks, respectively). However, by second grade there was a one point difference, with increases in scores for both minority (76th percentile) and non-minority (77th percentile) students.

In 1988, both racial groups gained percentile points in language. While non-minority scores showed tremendous variability over time (from 66 to 80 to 90 to 86 percentile ranks), minority scores showed consistent increases over time, rising from the 45th to the 85th percentile. In contrast, minority scores for the 1989 cohort group increased and then declined (from 58 to 71 to 66), and non-minority scores showed consistent increases (from 50 to 53 to 61).

In another measure of achievement performance, PLG ITBS scores were compared with a random sample of scores from traditional elementary school students. An analysis of covariance (ANCOVA) procedure was computed for ITBS scores. The unadjusted and adjusted mean scores were converted to percentile ranks for presentation in this report. In order to compensate for the varying abilities of students in grades three, four and five, the Cognitive Abilities Test (CoGAT) was used as the covariate. As shown in Table 10, traditional students scored statistically significantly higher on fifth grade reading, math and language subtests.

MMAT. The MMAT, a battery of criterion-referenced achievement tests, was designed to evaluate the educational objectives developed by the Missouri Department of Elementary and Secondary Education. These tests are administered in the spring to grades 3, 6, 8 and 10. Table 11 reports third grade average scale scores in reading, mathematics, science and social studies. For comparison purposes, district and state scores are presented for 1990 and 1991. The *Missouri Mastery and Achievement Tests, Guide to Score Interpretation and Use,* (1991), reports that a difference of 25 or more scale points represents a meaningful difference when comparing groups of students.

Table 10

D. M. Pinkerton Latin Grammar Magnet Elementary School
1991 ITBS Summary Data Comparison
With Randomly Selected Traditional Elementary Schools

Grade Means (N)	Reading			Math			Language		
	PLG Percentiles	Traditional Percentiles	Actual Significance Level	PLG Percentiles	Traditional Percentiles	Actual Significance Level	PLG Percentiles	Traditional Percentiles	Actual Significance Level
Grade K									
Unadjusted Mean				62	65	.66	70	65	.37
Grade 1									
Unadjusted Mean	57	52	.65	54	62	.35	67	70	.79
Grade 2									
Unadjusted Mean	51	48	.76	69	59	.27	62	62	.93
Grade 3									
Unadjusted Mean	67	39		73	42		84	55	
Adjusted Mean	51	53	.70	56	57	.87	73	68	.15
Grade 4									
Unadjusted Mean	38	36		44	46		64	49	
Adjusted Mean	34	41	.13	41	49	.09	60	53	.19
Grade 5									
Unadjusted Mean	28	39		30	38		47	47	
Adjusted Mean	22	43•	< .000	24	42•	< .001	43	51•	< .05

Note: Grade equivalent scores were converted to percentiles. A suitable covariate was not available for grades K - 2, therefore, the unadjusted means only were reported. For third, fourth and fifth graders, the Cognitive Abilities Test(CoGAT) was used as the covariate and is presented here for comparison. The adjusted mean is computed using the analysis of covariance and represents a statistical estimate of the students' performance on the 1991 ITBS, assuming that the student had identical ability means on the CoGAT.

• A significant difference in mean percentile.

Table 11

Missouri Mastery & Achievement Tests Average Scale Score
D. M. Pinkerton Latin Grammar Magnet Elementary School
Grade 3, Spring 1989, 1990, 1991

Subtest / Year	PLG	District	State
Reading/Language Arts			
1988-1989	309	275	328
1989-1990	306	267	323
1990-1991	367	274	321
Mathematics			
1988-1989	308	275	323
1989-1990	322	278	330
1990-1991	376	289	326
Science			
1988-1989	315	282	344
1989-1990	326	278	347
1990-1991	394	290	344
Social Studies/Civics			
1988-1989	328	284	337
1989-1990	331	282	346
1990-1991	413	286	336

Note: Scores from 1988-1989 have been revised to correct errors.

For all subtests, there were meaningful differences in average scale scores of PLG students and the district average. In 1991, across all subtests, PLG students scored above the district average by 33 to 122 points and above the state average by 46 to 77 points. PLG students scored highest on science and social studies subtests.

DRP. The DRP was developed to measure reading comprehension and is designed to be used as a diagnostic test to match appropriate instructional materials with the student's reading level. The test results are reported at three levels: independent, instructional, and frustration. Scores presented in this report are at the instructional level. DRP results for 1991 indicated that PLG students were performing below both the district and national percentile scores (see Table 12).

Table 12

Degrees of Reading Power Test
Pinkerton Latin Grammar Magnet Elementary School
Spring 1991

Grade	Mean Score		Percentile Score		
Year	PLG	District	PLG	District	National
Fifth					
1991 (N = 51)	46	50	31	43	50

Note: Scores reported are at the instructional level.

Status of Program Recommendations

During the first three years of implementation, PLG was expected to make progress toward infusion goals of the Latin grammar theme. Based on recommendations from previous evaluations reports, PLG made significant improvements. On the following page is a summary of these recommendations and the status of each.

Summary and Recommendations

PLG has completed its third year of magnet school implementation. Overall, PLG enrolled 89% (316 students) of its program capacity (355 students). All grade levels failed to achieve the projected program capacity. In addition, PLG was further away from racial composition goals achieved during the first year of implementation.

Strong parental commitment and participation in the educational process is a vital link to implementation of the Latin grammar theme. Prior to admission to PLG, parents and students signed a contractual agreement to abide by the rules and policies of the school. Taken as a whole, parental commitment to the contractual agreement improved when participation at school functions and the monitoring of homework assignments was examined. School records indicated that parent participation in parent/teacher conferences increased from 53% in 1989, to 85% in 1991. Similarly, open house attendance increased from 45% to 72%. Teachers reported that most parents were involved (88%) in the school and a large number of teachers had met with most parents (81%). Parents, however, reported attending school functions at a rate which was slightly less than school attendance records indicated. About 60% of parents

Recommendations Made In The Last Three Years	Report	Status
1. Determine priorities for budgetary considerations to reduce shortages of computers, uniforms, and theft of equipment.	1988-89	Resolved. Computers and uniforms were purchased in time for school opening. A security officer was employed to safeguard school property.
2. Explore ways to ease space problems with the computer and Latin Resource components.	1988-89	Resolved. Space is still a concern, however, in 1989, the Latin resource and computer rooms were renovated and are now utilized on a daily basis.
3. Continue to increase the level of thematic infusion of language studies (58%) and development of cultural relationships (12%).	1989-90	Resolved. All certified teachers participated in the 1990 district Latin Grammar inservice training. Increases in displays were observed in both Latin language (93%) and cultural relationships (69%).
4. Work to improve parental involvement in Open House (45%).	1989-90	Resolved. PLG conducted two Open House programs. The fall Open House indicated an increase in parental involvement to 72% (226 households).
5. Review the district's policy and guidelines relating to placement and subsequent enrollment of students into magnet programs.	1989-90	Pending. Initial placement of students by the Magnet School Placement Office met the desired racial balance. However, vacancies created by non-minority students are filled with minority students. PLG is working closely with placement to improve the racial balance of students filling vacant spots during the school year.
6. Consider ways to increase the number of seats available for the fourth and fifth graders.	1989-90	Resolved for this year. One fourth grade classroom was added to accommodate the increased enrollment in grade three.
7. Continue to seek ways to upgrade the district's transportation services.	1989-90	Resolved for this year. PLG installed an additional telephone line in the principal's office. Parents may call during school hours to receive information on bus schedules and to report any concerns.

indicated that they attended the last open house, 78% attended the last parent/teacher conference, and most parents said they attended a SAC/PTA meeting.

In addition, most parents were involved to some degree with helping their child with homework (94%) and with the reviewing and signing of homework (100%) but the majority of their assistance was not on a daily basis. Similarly, classroom observations indicated that 84% of the homework submitted by students bore signatures of their parents. Since homework assignments are given on a daily basis, parents are commended for this level of involvement with homework. These findings suggest that most parents are amiable to monitoring their child's academic progress and attending school functions. It will be important that school administrators continue encouraging growth in parental involvement. By providing parents with incentives and recognition for abiding by the contractual agreement, PLG may facilitate continued and increased parental involvement.

Although students indicated a low preference for wearing uniforms (from 60% to 33%), 97% of all students were observed in the prescribed uniform. This evidence suggests that while they may not enjoy wearing uniforms, both parents and students have abided by the contractual agreement regarding uniforms. In contrast, however, the agreement to reimburse the school for lost or stolen property is a concern to school administrators. School records indicated that PLG parents are yet to reimburse the school for damaged or lost uniforms. Additional measures may be required to ensure compliance with the uniform policy. According to school administrators, it is expected that students, who enroll in school this fall, will return or reimburse the school for lost or damaged uniforms prior to receiving new uniforms.

Latin infusion by both regular teachers and Latin teachers was observed in classrooms 9% of the time. Two Latin teachers provided students with approximately 15 to 30 minutes of Latin instruction daily, depending on grade level. To some degree, classroom teachers have integrated Roman, Greek and ethnic cultures into instruction. Evidence of theme-related displays was observed, but not in each classroom. As this is one of the least difficult methods of demonstrating the theme, it is expected that physical evidence in classrooms, such as displays, will increase.

Classroom observations also revealed infusion of Latin grammar special features. It was interesting to note that students were using computers only 6% of the time, although PLG partially met the computer equipment requirements as defined in the *Long-Range Magnet Plan*. While school administrators reported they had adequate software and personnel, a

positive indicator of implementation would be a greater utilization of computers in classrooms and laboratory.

Additional evidence of infusion of special features was found in writing and composition (27%), problem solving and critical thinking (28%) and to a limited degree, required reading (9%). However, features that need additional emphasis include, public speaking and memorization (2%), and computer literacy.

While the majority of students were satisfied with their teachers, and 80% felt their teachers challenged them to work hard, only 25% felt they were allowed additional time to make up homework and about half felt they received help from teachers when they had problems with school work (58%). To facilitate growth in achievement and learning, school administrators may wish to examine teacher/student interactions in the classroom and the homework policy.

Teachers and parents rated the school environment positively. About 95% of parents and 94% of teachers felt that PLG provided a disciplined and structured school environment. In addition, 51% of the parents felt that their child was acting in a more disciplined way at school. Classroom observations and student perceptions were less favorable regarding the school environment. Major discipline was observed only 6% of the classroom visits, while minor incidents were observed 27%. Among students, only 49% thought their peers were well-behaved in class, and 72% thought the school was safe.

PLG's Extended Day Program provided students a choice of seven classes including both enrichment and extracurricular activities, conducted four days a week. While school administrators reported minority and non-minority enrollment figures relatively consistent with that of the schools' enrollment, it appears that the Extended Day Program is attracting representative numbers of students.

Apparently implementation of the theme had a positive impact on achievement. Teachers indicated that student achievement had improved and that students were making good academic progress because of the theme. Among students, 72% felt their grades had improved. PLG students made consistent progress toward increasing ITBS and MMAT scores, and less progress on the DRP.

Overall, parents, teachers, and students were satisfied with PLG. Parents were making satisfactory progress toward compliance with the contractual agreement, indicated satisfaction with PLG, and 93% planned to send their child to PLG next school year. Teachers enjoyed

teaching at PLG, had received the support they needed to do their job, and were effectively infusing Latin grammar special features, with the exception of public speaking and memorization, computer literacy, and required reading. Although few students thought PLG was a good school (34%), 57% indicated a desire to return to school this fall.

As a result of this formative evaluation, the following improvements are recommended.

1. Continue efforts toward encouraging parental involvement in the educational process. The potential contribution of strong parental involvement to the educational excellence of their child is well documented. Although parents made adequate progress toward compliance with the contractual agreement, additional measures may be required to maintain and increase participation. Traditionally, parents are invited to the school to receive or share information and participate in school functions. Seldom are parents the main attraction. School administrators may wish to explore with teachers and advisory groups methods of providing incentives and recognition to parents who successfully abide by the contractual obligation.

2. Establish standards and criteria for infusion components. What percent of infusion is adequate to reach theme-related objectives? What are the indicators of infusion? Are expectations of infusion the same for administrators, teachers and evaluators? These issues can only be addressed by program and curriculum coordinators, administrators, teachers and advisory groups. Before an adequate judgement about the appropriate level of infusion can be made, specific objectives, including numerical targets, should be established and shared with staff.

3. Explore ways to improve uniform return and reimbursement rates. At the end of the school year a large volume of garments of all types were not returned and the school received no reimbursement for lost or damaged property. Apparently, failure to adhere to the uniform policy has no visible consequence. Additional measures are recommended to assure compliance with the uniform policy.

4. Continue to utilize learning strategies that improve academic performance and achievement. Student perceptions about the lack of additional time to make up homework was low. To facilitate growth in achievement and learning, school administrators may need to examine utilization of mastery learning strategies and the procedures for homework assignments.

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Appendix A

Latin Grammar Contractual Agreement

APPENDIX A

ENROLLMENT AGREEMENT FOR
KING, CARVER, GARFIELD, AND PINKERTON
LATIN GRAMMAR SCHOOLS

THIS AGREEMENT, made this _____ day of _____, 1991, by and between a KCMSD Latin Grammar School (i. e., King Latin Grammar Middle School, Pinkerton Elementary, Carver Elementary, or Garfield Elementary) and _____ (the Student) and

(Name of Student)

_____ (the Parent) of said Student
(Name of Parent/Guardian)

is to secure the commitment of the Student and his or her Parent to abide by the rules and policies established by the Administration and advisory bodies of the Latin Grammar Schools, District of Kansas City, Missouri (the School District), regarding the obligation of students enrolled in a Latin Grammar school in consideration of permitting the Student to enroll in and attend a Latin Grammar school.

SECTION 1. LATIN GRAMMAR school agrees to use its best efforts to:

1. Provide a structured learning environment in a traditional setting that promotes high student academic achievement and effective instruction.
2. Provide students with challenging instructional curricula that will enhance their intellectual, social, emotional, and physical development.
3. Emphasize personal responsibility, self-discipline, and self-respect through a strict disciplinary policy and focus on expectations for academic performance.
4. Increase students' oral and written communication skills through the study of Latin.
5. Respond to Parent concerns.
6. Involve students in the goal setting process through the establishment and maintenance of a student task force.
7. Attract and promote a geographically diverse student body.

SECTION 2. THE STUDENT agrees:

1. To maintain a level of academic performance that meets or surpasses standards as established by the Latin Grammar school.
2. To maintain a level of conduct in school that meets or surpasses standards as established
by the Latin Grammar school.
3. To be properly attired according to the uniform policy as established by the Latin Grammar school.
4. To observe all other established rules and policies as established by the Latin Grammar school.

SECTION 3. THE PARENT agrees:

1. To attend a mandatory conference at the end of the first grading period and at least one (1) other conference during the academic year to discuss his or her child's academic performance and behavior in school and to receive his or her child's report card. In addition, parents will attend two (2) to four (4) school functions during the year.
2. To ensure that his or her child completes all homework assignments as required and review and sign such homework assignments before returning it to school.
3. To ensure that his or her child is properly attired according to the uniform dress policy of the Latin Grammar schools.
4. To ensure that his or her child regularly attends school when in good health.
5. To ensure that his or her child regularly arrives at school at the designated time.
6. To ensure reports of absences, late arrivals, and early departures to school.
7. To reimburse the School District for books, uniforms, or other school property that his or her child loses or damages.
8. To participate and support the established activities, rules, and policies as required.

SECTION 4. CONSEQUENCES OF BREACH OF AGREEMENT:

If the Student or Parent fails to abide by this Agreement, the student's enrollment will be terminated. If the Student is a resident of the School District, he or she will be placed in another elementary school operated by the School District. If the student is attending as an interdistrict transfer, he or she will be required to return to his or her home school district, or to seek schooling elsewhere. The Student may be permitted to reapply to a Latin Grammar school at a later time at the discretion of the Latin Grammar and the School District.

BY SIGNING BELOW, THE PARTIES ACKNOWLEDGE THAT THEY HAVE READ THIS AGREEMENT AND WILL BE BOUND BY ITS TERMS AND CONDITIONS.

Principal, on behalf of His/Her Latin Grammar School	Parent/Guardian Signature
Print Student's Name	Student Signature

Appendix B
Extended Day Classes and Activities

Appendix B

Extended Day Classes and Activities
Pinkerton Latin Grammar Magnet Elementary School
1990 - 1991

Morning Only	Days/Week	Afternoon Only	Days/Week
Reading	5	Reading	5
Music Enrichment	5	Math	5
Arts & Crafts	5	Latin	1
		Arts & Crafts	3
		Drill Team	2
		Music Enrichment	3
		Creative Drama	3
		Computers	3
		Vollyball	1
		Cheerleaders	2
		Basketball	2

Note: Morning classes were from 7:00 a.m. - 8:05 a.m.
Afternoon classes were from 3:30 p.m. - 5:30 p.m.